

## II. QuEST

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## The Basics of QuEST

QuEST is based on several assumptions which affect the design and implementation of curriculum.

- The curriculum consists of 54 credits supporting our four learning outcomes. However, students typically complete no more than 50 credits, as all majors have at least one course which also meets QuEST requirements.
- Unless otherwise noted in the curriculum, all courses will have a class enrollment maximum of 37 students per faculty member.
- Courses may be team taught (no more than 3 faculty members). Team-taught courses will provide adequate student discussion and student-faculty dialogue in groups of no more than 35 students.
- Each component of the QuEST curriculum has a set of unique course objectives, by which courses are approved to meet the component of the curriculum. **Only courses which meet these objectives, including those taken at other institutions, will satisfy the relevant component.**
- Students may not use a course to meet more than one component of the QuEST curriculum; “double-dipping” between categories is not permitted.
- The General Education Committee may approve multiple courses in each section of the curriculum. This approach is based on the assumption that both learning and teaching are facilitated when students are free to choose courses which correspond to personal areas of interest and when professors are free to design and teach courses that grow out of their individual interests and professional expertise.
- Departments may require that all students within a major/department take a single course to meet the objective. Where an approved QuEST course is also specified as a major requirement, it will free a corresponding number of unrestricted elective credit hours for the student. Please consult the major advising sheets for the QuEST components specified by each specific major.

## QuEST Curriculum

QuEST, Messiah University’s general education program, serves as a curricular progression through which students develop skills, abilities and perspectives necessary to become collaborative agents in the contemporary workforce and society. This progression is intended to complement and parallel the academic majors in a way which allows students to respond with maturity to the world’s complexities by raising important questions, exposing students to multiple perspectives and ways of knowing (i.e. arts, humanities, natural sciences, social sciences). In doing so, our curriculum encourages critical thinking and the application of knowledge from diverse disciplines, informed by faith and a sense of purpose, to relevant issues which shape our lives. The curriculum is divided into four outcomes which reflect Messiah’s educational objectives.

**Area One—Abilities of the Liberal Arts** foster the abilities to think, read, write and speak effectively. Individuals who develop these abilities are more flexible and adaptable to the changes of the world across the spectrum of different fields and life experiences. (9 credits)

First Year Seminar (3 credits)

Created and Called for Community (3 credits)

Oral Communication (3 credits)

**Area Two—Knowledge of the Liberal Arts** promotes awareness and insight of how people with different perspectives, beliefs and disciplines interpret reality and make meaning. Given that modern society and the workplace involve increasingly complex and global issues, students must develop a breadth of knowledge and the capability for action informed by context and purpose. (35 credits)

1. Mathematical and Natural Sciences (9 credits)
  - Mathematical Science (3)
  - Laboratory Science (3)
  - Science, Technology, and the World (3)
2. Social Sciences and History (6 credits)
  - Two of the following:*
  - Social Science (3)
  - European History (3)
  - United States History (3)
3. Humanities and Arts (9 credits)
  - Literature (3)
  - Arts (3)
  - One of the following:*
  - Religion (3)
  - Philosophy (3)
4. Languages and Culture (9 credits)
  - One of the following:*
  - Language (6) two semesters of the same language (6) **AND** an off-campus, cross-cultural studies course (3)
  - Language (9) three semesters of the same language (9)
5. Non-Western Studies (2–3 credits)

**Area Three—Christian Faith** encourages students to articulate and evaluate one’s faith by gaining knowledge of the Bible’s content and themes, including the biblical witness of service, leadership and reconciliation, and by understanding how different Christian faith traditions may shape beliefs. Students develop deeper commitments in service to God and to others as they explore connections between faith and learning. (6 credits)

- Knowledge of the Bible (3)
- Christian Beliefs (3)

**Area Four—Social Responsibility** facilitates deepening self-awareness as students discern and develop their identity, gifts and vocation, as well as Christian character. These academic experiences empower students to act upon their knowledge and judgment through meaningful careers and lives that respond to the complexities of this world. (4 credits)

- Wellness Activity Course (1 credit)
- Engaging a Pluralistic World: Interdisciplinary Perspectives (3 credits)
- One of the following:*
- Ethics in the Modern World (3)
- World Views (3)
- Pluralism in Contemporary America (3)

## **Interdisciplinary Courses**

Interdisciplinary (ID) courses provide areas of integrated learning in which students wrestle with and address complex questions that face our society, and are woven throughout the curriculum. Throughout their QuEST, students will be challenged to answer these questions by examining different perspectives, theories and experiences in order to arrive at a more discerning conclusion. Students cultivate adeptness in navigating complexity and thinking holistically about these issues in order to reflect upon their own beliefs, as well as bridge values and assumptions of diverse perspectives. In turn, students are empowered to respond to unexpected and ever-changing realities they will encounter in life, work and society.

### **IDFY 101 First Year Seminar (3)**

Faculty from a diverse array of disciplines engage students in conversations that focus on issues central to the university's educational mission -- faith, identity, vocation, character, and responsible action. Courses include opportunities to develop effective writing, close reading, critical thinking, as well as the identification and appropriate use of sources for research. All these skills foster a discerning mind and the effective communication of ideas, which provide an essential foundation upon which one's learning and intellect develop.

**Course Description:** An introduction to the intellectual life of the university for first-year students. This is done in the context of a small-discussion-oriented seminar designed around specific themes proposed and taught by individual faculty from a variety of academic disciplines. Emphasis is given to developing important academic skills such as writing, reading, and critical thinking.

### **IDCR 151 Created and Called for Community (3)**

In this second course in our writing program students consider the central question, "What is my vocation as a faithful steward of God's creation?" They seek answers by engaging biblical themes of creation, forgiveness, compassion, peacemaking, and reconciliation through an examination of literary, historical, artistic, philosophical, and theological works using the lens of Messiah University's distinctive foundational values. Our foundational commitments have a particular focus on the importance of community and hospitality, as all peoples are made in the image of God. Students therefore develop the ability to be theologically reflective, to develop an appreciation for their own identity and Christian vocation, and to cultivate their intellect and character in preparation for lives of leadership through service in the world.

**Course Description:** The central question to be considered is: "What is my vocation as a faithful steward of God's creation?" Through examining literary, historical, artistic, philosophical and theological works, students engage in the biblical themes of forgiveness, compassion, non-violence, peacemaking, justice, and racial and gender reconciliation through the lens of the university's unique religious identity and foundational values, with a particular focus on the importance of community.

### **IDST 300 Science, Technology and the World (3)**

Science and technology influence and impact every aspect of our modern society. An examination of these influences provides students with a significant understanding of how science, technology and the Christian faith complement and challenge one another related to relevant ethical, social, cultural, historical, political or sustainable issues. Therefore, within a Christian context, students gain the ability to contribute to societal discourses on issues and controversies which emanate from advances in science and technology.

**Course Description:** An interdisciplinary exploration of the nature, methodology, and scope of science with special emphasis on the interrelationship between science and culture.

### **IDNW 200 Non-Western Studies (2–3)**

Studies of non-western cultures furthers students ability to understand and appreciate social customs, traditions, systems of thought and expression in various civilizations such as the Middle East, Asia, Africa, the Caribbean Islands, the Pacific Islands, Latin America and indigenous cultures across the world. In life, the ability to generally understand the context of perspectives, expectations and experiences of cultures different from one's own facilitates effective relationship-building and problem-solving with people of differing backgrounds.

**Course Description:** An engagement with cultures or people whose heritage and/or present life has been significantly shaped by customs, practices, and ideas outside the European tradition.

### **IDCC 260 Cross-Cultural Studies (3)**

By living in another culture for several weeks or a semester, students have the opportunity to understand the paradoxes, tensions, consistencies and values in a society significantly different from their own. Direct experience within other cultures develops an appropriate sense of self-awareness of one's own cultural assumptions and the pervasiveness of cross-cultural encounters in the human experience. This immersion equips students for appropriate interaction with persons of different social norms, appreciate multiple viewpoints, and recognize the importance of developing mutual trust and respect in cross-cultural interaction when relating to others or living in complex situations.

**Course Description:** A field-based examination of one or more cultures which seeks to increase the students' appreciation for and understanding of cultural traditions other than their own. Requires three weeks of on-site study, including home-stays or ethnographic fieldwork, in addition to readings, lectures, and site visitations.

### **WELL 100 Wellness Activity (1)**

The activity wellness course equips students to identify the significance of behavior choices in reducing disease risk and improving overall health. A variety of different wellness activity courses provides students with the opportunity to practice skills and develop commitments to lifetime physical activity. Wellness education encourages students to recognize the integrated relationship between spiritual, emotional, physical, relational and intellectual health.

### **IDET 300 Ethics in the Modern World (3)**

This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. Ethics courses focus students' attention on critically evaluating selected contemporary social and moral issues and incorporating Christian responses to complex problems. Study is designed to help students prepare to engage in the world in which they will live and work, as well as develop and defend ethical perspectives on challenging situations or issues.

**Course Description:** An examination of various approaches to moral decision-making and an application of these approaches to selected contemporary ethical issues and problems. Prerequisite: IDCR 151

### **IDWV 300 World Views (3)**

This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. World Views courses prompt students to consider various belief systems and perceptions of reality, as well as how those perceptions have shaped and continue to shape people's lives with special emphasis on how these belief systems compare and contrast with a Christian worldview. Students are spurred to develop and support

their own world view, how it applies to contemporary issues and how they may relate to others who may or may not share their perspectives.

**Course Description:** An examination of the various belief systems which have and continue to shape people's lives with special emphasis on how these belief systems compare and contrast with a Christian world view. Prerequisite: IDCR 151

### **IDPL 300 Pluralism in Contemporary Society (3)**

This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. By examining differing perspectives within a society – i.e. religion, race, ethnicity, gender, class, ability – pluralism courses address the effects of inequality, prejudice and discrimination. Engagement with these issues allows students to articulate and practice an informed and faithful Christian response to diversity.

**Course Description:** An examination of contemporary issues and problems arising out of the racial, ethnic, class, gender, and religious diversity of American society, with a special emphasis on raising the students' awareness of the effects of inequality, prejudice, and discrimination in American society. Prerequisite: IDCR 151

## Sequencing of Requirements

The white spaces indicate the time when each of the general education requirements should be taken. When two or more years are indicated, the requirement may appropriately be completed during any of the suggested years.

		First Year	Second Year	Third Year	Fourth Year
1.1	First Year Seminar	FALL ONLY			
1.2	Oral Communication				
1.3	Created and Called for Community	SPRING ONLY			
2.1.A	Mathematical Sciences				
2.1.B	Laboratory Science				
4.1	Wellness **				
2.2.A	Social Science				
2.2.B	European History				
2.2.C	United States History				
2.3.A	Literature				
2.3.B	Religion/Philosophy				
2.3.C	Arts				
2.4.A	Languages				
-----	Writing Enriched Course				
3.1.A	Knowledge of the Bible*		*Must be at least sophomore status		
2.5	Non-Western Studies				
3.2	Christian Beliefs*		* Must take BIBL 201 as prerequisite		
2.4.B	Cross Cultural Studies^				
4.2.A,B,C	Ethics in the Modern World* OR World Views* OR Pluralism in Contemporary Society*			*Must take CCC as prerequisite	
2.1.C	Science, Technology and the World				

\* Case by case exceptions for appropriate equivalent courses made in light of the theological foundation of the transferring college.

\*\* Student-athletes must complete the following requirements during the semester in which they are enrolled in PHED 102, in addition to participation in their intercollegiate sport:

- Completion of initial wellness assessment
- Completion of written assignment, discussing wellness assessment
- Attendance at two wellness seminars, including brief written response after each seminar

^ Students are strongly encouraged to take their Cross Cultural Studies course during their second or third years.

## QuEST Approved Courses

The following listing represents those courses in each category that have been approved by the General Education Committee. In some cases the courses have been taught on a regular basis while in other cases the course may have been taught infrequently.

### Area 1: Abilities of the Liberal Arts

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- 1.1 **First Year Seminar** [3 hrs] The list of seminars is published each summer.  
IDFY 101 First Year Seminar (3)  
IDFY 102 Honors First Year Seminar (3)
- 1.2 **Oral Communications** [3 hrs]  
COMM 105 Fundamentals of Oral Communication (3)
- 1.3 **Created and Called for Community** [3 hrs]  
IDCR 151 Created and Called for Community (3)

### Area 2: Liberal Arts

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- 2.1 **Mathematical and Natural Sciences** [9 hrs]

#### Mathematical Sciences [3 hrs]

CIS 171	Problem Solving with Computers (3)
CIS 180	Introduction to Computer Science and Information Systems (3)
CIS 181	Computer Programming I (3)
CIS 191	Web Development Client Side (3)
MATH 101	Introduction to Mathematical Sciences (3)
MATH 102	The Mathematics of Growth (3)
MATH 107	Applied Mathematics for Management (3)
MATH 108	Intuitive Calculus with Applications (3)
MATH 111	Calculus I (4)
MATH 180	Discrete Mathematics (3)
STAT 269	Introductory Statistics (3)

#### Laboratory Science [3 hrs]

BIOL 106	Life Science (3)
BIOL 117	Field Biology (3)
ENVS 140	Introduction to Ecology and Sustainability (3)
BIOL 158	Human Biology (4)
BIOL 170	Cell and Animal Physiology (4)
BIOL 172	Diversity of Life and Plant Science (4)
CHEM 102	Chemistry for Living (3)
CHEM 103	Chemical Science (4)
CHEM 105	General Chemistry I (4)
ESS 201	Earth and Space Science (3)
GEOL 201	Foundations of Geology (4)
NUTR 110	Science and Nutrition (3)
PHSC 102	Foundations of Physical Science (3)

PHYS 201	Introductory Physics I (4)
PHYS 211	General Physics I (4)
SUST 140	Introduction to Ecology and Sustainability (3)

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### **Science, Technology, and the World [3 hrs]**

BUSA 358	Making a Better World? (3)
IDST 300	History of Modern Science I (3)
IDST 300	History of Modern Science II (3)
IDST 300	Issues in Science and Religion (3)
IDST 300	Relationships and the Brain (3)
IDST 300	Science and Belief in Modern Europe (3)
IDST 300	Scientific Revolution and European Order, 1500-1700 (3)
IDST 300	Social Aspects of Modern Science (3)
IDST 300	Staging Science (3)
IDST 300	Stress and Health (3)

### **2.2 Social Sciences and History [6 hrs]**

To complete this requirement, students must take one course from two of the following categories:

#### **Social Sciences**

ECON 110	Economics of Social Issues (3)
ECON 117	Issues in Environmental Economics (3)
ECON 120	Principles of Macroeconomics (3)
EDUC 203	Educational Psychology (3)
HDFS 101	Foundations of Marriage and Family (3)
POLI 113	American Government (3)
POLI 213	Comparative Politics (3)
PSYC 101	Introduction to Psychology (3)
SOAN 101	Principles of Sociology (3)
CRIJ 103	Crime, Justice and Society (3)
SOAN 315	Urban Sociology (3)
SOWK 120	Introduction to Social Work (3)

#### **European History**

HIST 101	Ancient Mediterranean Hist. (3)
HIST 102	Modern European History Survey (3)
HIST 205	Ancient Greece (3)
HIST 206	Ancient Rome (3)
HIST 207	The Early Church (3)
HIST 210	Knights, Peasants and Bandits (3)
HIST 212	Medieval Europe (3)

#### **United States History**

HIST 141	U.S. History Survey Before 1865 (3)
HIST 142	U.S. History Survey Since 1865 (3)
HIST 240	Age of Hamilton (3)
HIST 244	Civil War America (3)
HIST 256	America and World War II (3)

## 2.3 Humanities and Arts [9 hrs]

### Literature [3 hrs]

ENGL 122	Introduction to Poetry (3)
ENGL 124	Short Story (3)
ENGL 126	From Script to Screen (3)
ENGL 142	Selected Works of British Literature (3)
ENGL 144	Nineteenth-Century British Women Writers (3)
ENGL 146	Writing of the Inklings (3)
ENGL 148	Introduction to Shakespeare (3)
ENGL 152	Selected Works of American Literature (3)
ENGL 154	Introduction to Ethnic Literatures of the United States (3)
ENGL 160	Introduction to World Literature (3)
ENGL 162	Of Gods and Humans: Literature of the Ancient World (3)
ENGL 164	Studies in the Bible as Literature (3)
ENGL 172	Literature and the Life of Faith (3)
ENGL 174	Literature and the Environment (3)
ENGL 176	Twentieth Century Women's Literature (3)
SPAN 301	Topics in Latin American Literature (3) Prereq: SPAN 206
SPAN 311	Topics in Spanish Peninsular Literature (3) Prereq: SPAN 206
SPAN 314	The Counter Reformation and the Spanish Baroque (3) Prereq: SPAN 206
SPAN 331	Trans-Atlantic Literature (3) Prereq: SPAN 206

### Philosophy [3 hrs]

PHIL 101	Problems of Philosophy (3)
PHIL 102	History of Philosophy (3)

### Religion [3 hrs]

RELI 205	Religions of the World (3)
RELI 228	Judaism (3)
RELI 229	Islam (3)

### Arts [3 hrs]

ART 103	Introduction to Drawing (3)
ART 107	Introduction to Painting (3)
ART 115	Introduction to Sculpture (3)
ART 132	Introduction to Printmaking (3)
ARTH 150	Art History: Prehistory-1400 (3)
ARTH 151	Art History: 1400-21 <sup>st</sup> Century (3)
DANC 305	Dance History (2), when taken with one of the following: DANC 101 Ballet (1) DANC 102 Jazz and Dance Theatre (1) DANC 103 Modern Dance (1) DANC 104 Tap Dance I (1)
MUGE 101	Fundamentals of Music Theory (3)
MUGE 209	Survey of Christian Song (3)
MUGE 210	American Popular Music (3)
MUGE 223	Jazz Improvisation (3)
MUGE 224	Songwriting for Beginners (3)
MUGE 225	Worship Music through the Guitar (3)
THEA 110	Introduction to Theatre (3)
THEA 120	Acting 1 (3)

THEA 150	Introduction to Technical Theatre and Design (3)
THEA 361	Creative Dramatics (3)
THEA 363	Theatre for Social Change (3)

## 2.4 Languages and Cultures [9 hrs]

To complete this requirement, students need to take **one** of the following options:

- Three semesters of the same language, reaching the intermediate level **OR**
- Two semesters of the same language plus an approved cross-cultural study

### Languages and Cultures

CHIN 101	Fundamentals of Chinese I (3)
CHIN 102	Fundamentals of Chinese II (3)
CHIN 201	Intermediate Chinese (3)
FREN 101	Fundamentals of French I (3)
FREN 102	Fundamentals of French II (3)
FREN 201	Intermediate French (3)
GERM 101	Fundamentals of German I (3)
GERM 102	Fundamentals of German II (3)
GERM 201	Intermediate German (3)
GREK 205	Fundamentals of Greek I (3)
GREK 206	Fundamentals of Greek II (3)
GREK 305	Intermediate Greek (3)
HEBR 205	Fundamentals of Hebrew I (3)
HEBR 206	Fundamentals of Hebrew II (3)
HEBR 305	Intermediate Hebrew (3)
SPAN 101	Fundamentals of Spanish I (3)
SPAN 102	Fundamentals of Spanish II (3)
SPAN 201	Intermediate Spanish (3)
SPAN 203	Spanish for Healthcare Profess
IDCC 260	Cross-Cultural Study (3) (locations to be announced; vary by academic year)

## Area 3: Christian Faith

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### Knowledge of the Bible [3 hrs.]

BIBL 201	Encountering the Bible (3)
BIBL 202	Encountering the Bible for Majors (3)
BIBL 203	Encountering the Old Testament (Hebrew Bible) (3)
BIBL 204	Encountering the New Testament (3)

### Christian Beliefs [3 hrs]

THEO 205	Introduction to Christian Theology (3)
THEO 207	African-American Theology (3)
THEO 209	Anabaptist Theology (3)
THEO 211	Brethren in Christ Life and Thought (3)
THEO 213	Pentecostal Theology (3)
THEO 215	Roman Catholic Theology (3)
THEO 217	Wesleyan Holiness Theology (3)
THEO 219	Theology and Christian Unity (3)
THEO 221	Faith and Society (3)
THEO 223	Global Christian Theology (3)
THEO 227	Theology, Violence, and Non-Violence (3)

THEO 229	Theology and American Culture (3)
THEO 232	Reformation Theology (3)
THEO 238	Theology I (3)

## Area 4: Social Responsibility

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### Wellness [1 hr.]

To complete this requirement, students must take one wellness activity course from the list below.

APHS 170	Concepts of Conditioning
DANC 101	Ballet (1)
DANC 102	Jazz and Dance Theatre (1)
DANC 103	Modern Dance (1)
DANC 104	Tap Dance I (1)
WELL 103	Adapted Physical Education (1)
WELL 104	Swimming for the Non-Swimmer (1)
WELL 105	Intermediate Swimming (1)
WELL 106	Aquatic Aerobics (1)
WELL 107	Beginning Racquetball (1)
WELL 108	Intermediate Racquetball (1)
WELL 109	Beginning Volleyball (1)
WELL 110	Intermediate Volleyball (1)
WELL 111	Advanced Volleyball (1)
WELL 112	Beginning Tennis (1)
WELL 113	Intermediate Tennis (1)
WELL 114	Dance and Rhythm Activities (1)
WELL 115	Skiing & Snowboarding I (1)
WELL 116	Skiing & Snowboarding II (1)
WELL 117	Self Defense (1)
WELL 118	Creative and Expressive Movement (1)
WELL 119	Beginning Yoga (1)
WELL 120	Racquet Activities (1)
WELL 121	Team Activities (1)
WELL 122	Flag Football and Basketball (1)
WELL 123	Strength Training (1)
WELL 124	Safety and R.A.D. Systems for Women (1)
WELL 126	Tennis and Volleyball (1)
WELL 127	Aquatics (1)
WELL 128	Developmental Gymnastics/Rhythmical Activities (1)
WELL 129	Beginning Pilates (1)
WELL 131	Disc Activities (1)
WELL 133	Indoor Cycling (1)
WELL 135	Non-traditional Games (1)
WELL 136	Exercise and Weight Management (1)
WELL 137	Fitness Walking (1)
WELL 138	Couch to 5K (1)

#### **4.2 Engaging the Pluralistic World: Interdisciplinary Perspectives [3 hrs]**

To fulfill the Engaging the Pluralistic World requirement, students must take one course from one of the following categories.

##### **Ethics in the Modern World**

BIBL 293	The Bible and Social Ethics (3)
BIOL 317	Bioethics (3)
BUSA 370	Moral Issues In Business (3)
CRIJ 348	Ethics in the Criminal Justice System (3)
EDUC 356	Moral Education (3)
ENVS 315	Environmental Ethics (3)
HDFS 340	Ethics and Family (3)
IDET 316	Healthcare Ethics (3)
PHIL 325	Moral Problems (3)
PHIL 382	Ethics (3)
POLI 330	Terrorism (3)
POLI 366	Conflict Management and Peace Science (3)
SOAN 335	Social Conflict and Reconciliation (3)

##### **World Views**

IDWV 300	World Views (3)
PHIL 345	Philosophy of Religion (3)

##### **Pluralism in Contemporary Society**

COMM 307	Rhetoric of the Civil Rights Movement (3)
EDSP 303	Disability And Society (3)
EDUC 346	Social-Cultural Perspectives on Education (3)
HDFS 378	Latino Families (3)
HDFS 383	Topics in Multi-Cultural Families (3)
HDFS 384	Families in America (3)
HDFS 386	Family Ethnicity and Human Services (3)
HIST 345	Pennsylvania History (3)
HIST 351	Native American History (3)
HIST 352	African-America History Since 1865 (3)
HIST 355	U.S. Urban History (3)
HIST 392	Women and Gender in Amer. History (3)
HPED 329	Sport in Society (3)
IDPL 300	Personal Narratives of a Pluralist Society (3)
IDPL 300	The Holocaust (3)
IDPL 300	Racism and Racial Reconciliation (3)
POLI 310	American Political Thought (3)
POLI 316	Constitutional Law: Civil Liberties and Civil Rights (3)
POLI 325	Gender, Family and Politics (3)
RELI 342	Religious Pluralism in America (3)
RELI 355	Christianity in North America (3)
SOAN 310	Food, Power, and Society (3)
SOAN 341	Religion and Society (3)
SOAN 342	Race and Gender in the United States (3)
SOAN 356	Social Inequality (3)
SOWK 356	Engaging Diversity and Inequality (3)
THEO 354	Theology and Gender (3)

**Non-Western Studies [2 or 3 hrs]**

ARTH 210	Topics in Non-Western Art (3)
COMM 321	Global Indigenous Media (3)
COMM 327	Latin American Cinema (3)
GEOG 103	World Regional Geography (3)
HIST 271	World History to 1500 (3)
HIST 272	World History Since 1500 (3)
HIST 273	Hist. of Premodern Asia to 1500 (3)
HIST 274	Hist. of Mod. Asia Since 1500 (3)
IDNW 200	Education. in Sub-Saharan Africa (3)
MUMH 338	Studies in Global Music (2)
NUTR 210	Food Around the World (2)
PHIL 318	Asian Philosophy (3)
POLI 222	Politics in Latin America (3)
POLI 312	Politics of China (3)
POLI 346	Russia after Communism (3)
RELI 321	Christianity in Latin America (3)
RELI 329	Christianity in Africa (3)
RELI 332	Christianity in Asia (3)
RELI 333	Religions of India (3)
RELI 334	Religions of China and Japan (3)
SOAN 212	Cultural Anthropology (3)
SOAN 221	Native American Cultures (3)
SOAN 236	Ethnography (3)
SPAN 302	Culture and Identity in Latin America (3)

## Guide to Navigating Advising Equivalencies for QuEST Requirements

### 1. BEFORE taking QuEST classes elsewhere, a student should check the online [Transfer Course Equivalency Database](#):

- If a QuEST course appears in this database:
  - **Students participating in off-campus programs** still need to complete an *Off-Campus Study Course Approval Form* in which they list the specific courses they plan to take and the specific requirements (i.e. Art, Non-Western, etc.) which they plan to meet with those courses.
  - **Students taking a course for traditional transfer credit** do not need to submit additional pre-approval paperwork to receive credit for the existing course equivalency, once advisors review the course to ensure that students are interpreting the database correctly.
- If a course does not appear in the database, the student must submit one of the following forms **in advance** of taking the course to ensure it meets the appropriate QuEST requirement:
  - *Off-Campus Study Course Approval Form* (for students studying in an approved off-campus program through, and available from, the Intercultural Office at Messiah University)
  - *Approval for [Transfer Credit Form](#)* (for students not studying in an approved study abroad program through the Intercultural Office at Messiah University; e.g., local community college)

Students must **list the specific courses they plan to take and the specific requirements which they plan to meet with those courses** and review those expectations with their advisors to ensure that the anticipated courses meet with their degree plan.

### 2. WHEN REQUESTING AN ARTICULATION (EQUIVALENCY) FOR A QuEST COURSE:

- **Students and advisors will be expected to provide** the institution, course name and description. When possible, students may be asked to provide a class syllabus. General guidelines for types of course which may potentially meet requirements appear in the [Transfer Guidelines](#).
- **The Registrar's Office and Assistant Dean of General Education and Common Learning determine** whether/ how well a particular course meets the various objectives set forth in each area of QuEST. These objectives were established in light of our institution's specific educational mission and goals

## Important Considerations Regarding QuEST Equivalencies

- **The determination of how effectively an interdisciplinary (IDS) course satisfies a particular QuEST requirement rests with the Registrar and Assistant Dean of General Education and Common Learning.** When determining how effectively a distribution course (QuEST course within a department) satisfies a particular General Education requirement, these parties may consult with Department Chairs, to the extent that the course meets specified discipline-related educational objectives.

*For example, if a student would like a particular class to meet his/her Pluralism in Contemporary Society requirement, the class will need to meet the following objectives:*

### **4.2.C. Pluralism in Contemporary Society**

*Objectives: By the completion of the course the students will demonstrate the ability to:*

- outline contemporary issues arising out of the pluralism of race, ethnicity, social class, gender, disability and religion.*
- examine contemporary society from diverse viewpoints and through these, increase self-knowledge.*
- explain some effects of inequality, prejudice, and discrimination.*
- articulate and practice an informed and faithful Christian response to diversity.*

- **An established partnership** with an institution (e.g., via study abroad articulation) **does not necessarily guarantee articulation** of their coursework for our particular QuEST requirements.
- **Classes are *not* equated solely by the type of course** (i.e. Art, History, etc.) .
- **Waivers** of QuEST components are only granted in **very rare circumstances**
- Additionally, certain QuEST requirements **must be taught from a Christian perspective** (i.e., from Messiah or another institution with a similar Christian theological foundation):
  - 1.3.A Created and Called for Community (Messiah only)
  - 2.1.C Science, Technology and the World
  - 3.1 Knowledge of the Bible
  - 3.2 Christian Beliefs
  - 4.2.A. Ethics in the Modern World
  - 4.2.B. World Views
  - 4.2.C. Pluralism in Contemporary Society

**When in doubt, please contact Dr. Kate Oswald Wilkins, Assistant Dean of General Education, Common Learning and Advising!**

## Transfer Equivalencies

(Must meet all QuEST course objectives for specific requirement)

<b>Requirement</b>	<b>Equivalency</b>	<b>Level</b>
<b>First Year Seminar</b>	3 credits English composition (Awarded if 1 or more full-time semesters of college have been completed.)	100
<b>Created and Called for Community</b>	Messiah University course	100
<b>Oral Communication</b>	3 credits public speaking (e.g. speech, relational communication)	100-200
<b>Mathematical Sciences</b>	3 credits mathematical science beyond college algebra (Some majors may have specific course requirements.)	100-200
<b>Laboratory Science</b>	3-4 credits laboratory science (e.g. biology, chemistry, physics, geology containing a lab component. Some majors may have specific course requirements.)	100-200
<b>Science, Technology, &amp; the World</b>	Messiah University course	200
<b>Social Science</b>	3 credits introductory psychology, sociology, anthropology, economics, or political science	100-200
<b>History</b>	3 credits European or United States history (e.g. introduction to the foundations of the discipline and survey of the broader area of study)	100-200
<b>Literature</b>	3 credits literature (e.g. American writers, British writers, Shakespeare, short stories, poetry)	200
<b>Philosophy/Religion</b>	3 credits philosophy or religion (e.g. introduction or history of philosophy; world religion)	100-200
<b>Arts</b>	3 credits art, music, or theatre (Must have a studio component. e.g. drawing, photography, singing, acting)	100-200
<b>Languages &amp; Culture</b>	3 semesters of same modern language	100-200
<b>Non-Western Studies</b>	3 credits in non-western studies (e.g. Asian, Latin American, Native American, African studies)	200
<b>Biblical Knowledge</b>	*Messiah University course	100-200
<b>Christian Beliefs</b>	*Messiah University course	200-300
<b>Wellness</b>	2 1-credit activity courses (transfer students only)	100
<b>Ethics in the Modern World or World Views or Pluralism in Contemporary Society</b>	Messiah University course	300-400

\*Case by case exceptions for appropriate equivalent courses made in light of the theological foundation of the transferring college.

**NOTE:** Some majors have specifically defined courses that meet both a major and a QuEST requirement. Consult the current Messiah University catalog for more information.